

HARDEEVILLE MIDDLE/HIGH

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 Middle School	
Enrollment	526 Students	
Principal	Jamal Crawford	843-784-8600
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

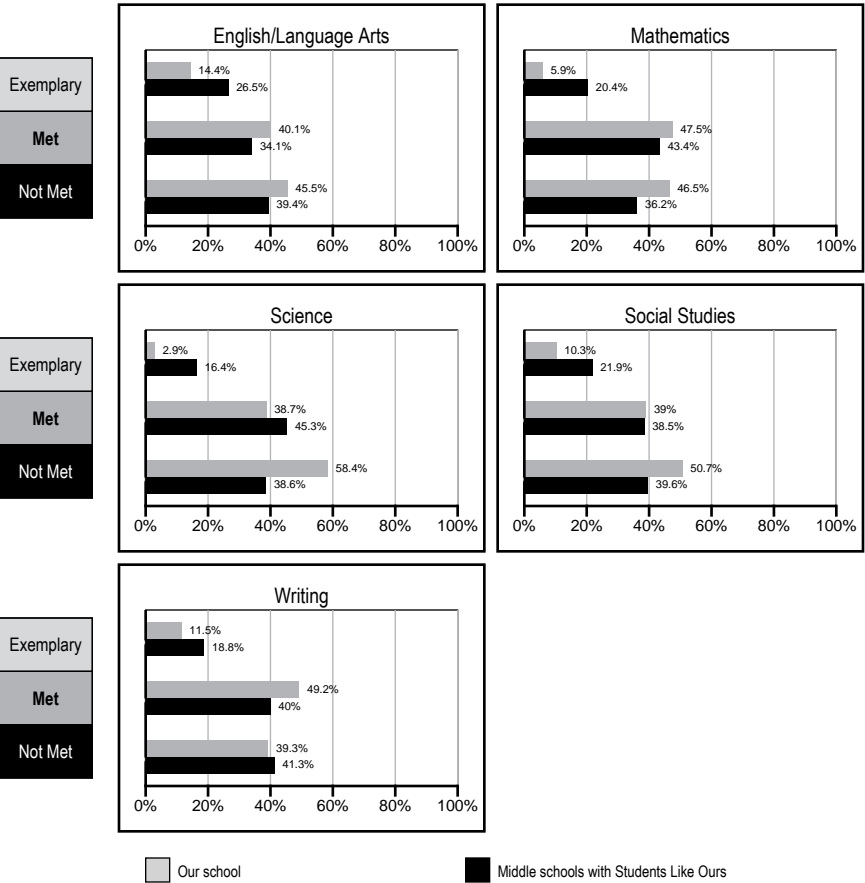
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	40	11	2

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	83.3%	96.6%
English 1	N/A	91.5%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	83.3%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=526)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	24.5%	24.5%
Retention rate	2.9%	Up from 2.2%	0.7%	0.7%
Attendance rate	99.9%	Up from 96.6%	95.8%	95.9%
Served by gifted and talented program	8.1%	Up from 6.8%	13.9%	17.8%
With disabilities other than speech	8.5%	Down from 11.0%	9.9%	9.2%
Older than usual for grade	8.9%	Up from 8.5%	2.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 2.1%	0.7%	0.4%
Annual dropout rate	1.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 65.1%	57.2%	60.0%
Continuing contract teachers	72.5%	Up from 65.1%	82.5%	82.6%
Teachers returning from previous year	82.1%	N/A	83.3%	85.6%
Teacher attendance rate	93.6%	Down from 98.6%	95.4%	95.3%
Average teacher salary*	\$52,501	Up 5.9%	\$45,140	\$46,300
Professional development days/teacher	13.3 days	Up from 9.6 days	11.0 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.7 to 1	20.9 to 1	21.5 to 1
Prime instructional time	92.4%	Down from 94.1%	90.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 86.7%	96.6%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$8,184	Down 6.0%	\$7,623	\$7,634
Percent of expenditures for instruction**	66.4%	Down from 67.6%	62.1%	64.0%
Percent of expenditures for teacher salaries**	63.5%	Up from 62.5%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Hardeeville Middle High School campus is the home to 550 students collectively. The middle school constitutes approximately 300 students (6th – 8th grade) while the high school (9th – 12th grade) houses the remaining 250. The HMHS staff and community has put forth a lot of effort to change the course of Hardeeville Middle High School, in regards to student discipline, community involvement and considerable gains in the classroom and on the playing fields. We are vowing to continue in our upward migration to becoming a great school in Jasper County, the Lowcountry, the State and the Southeast, by encouraging our students and staff to push the envelope and challenge themselves daily.

1. The Mighty Hurricanes got off to a "Whirlwind" start by going to the 3rd round of the Class 1-A State Football Playoffs
2. Aaron Grant won runner-up in the State 110 meter hurdles and 400 meter hurdles
3. Carlos Morales – Allstate Soccer player Class 1-A
4. Jarrell Knighton, Jamal Kinlaw & Dominique Riley – Allstate Football Class 1-A
5. Jarrell Knighton & Jamal Kinlaw signed to play Football at North Carolina Tech
6. Soccer – Region Champs
7. Aaron Grant signed to run track for Savannah State University
8. Ajene Hilliard was named to the Governors School for the upcoming 2011-2012 SY
9. The Harmonizing Hurricanes performed in Myrtle Beach for the State School reps.
10. The first Parent Day was a huge success

At HMHS we offer our students a hands-on and rigorous blend of Honors and College Preparatory courses. This past school year our students were exposed to many electives that stimulated them physically and cognitively; while the core courses prepared them for post-secondary success. The goals of the School Improvement Grant (SIG) has energized the campus and powered classroom instruction. We had a very energetic PBIS committee that stood out as a true catalyst for the system and allowed it to take root and grow. Throughout this school year all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. All stakeholders are now fully aware of MAP/PASS data and how to use it to improve student achievement. In the upcoming year, students will be required to keep data folders with their personal data.

The school implemented MAP RIT time to facilitate improvement in academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the end of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. HMHS also used SIG funds to provide extended year Summer Enrichment classes for targeted students.

This upcoming school year we will instruct our students using a Four Block Schedule, which will be a challenge, but we will persevere and our students will soar.

At the close of this year our graduating seniors are prepared to explore many opportunities and meet the challenges of this global market.

Once again HMHS has weathered the past and is blazing a trail of success in the classroom and on the fields.
Ranell Williams, Jr. Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 10 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	99.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	224	98.2	45.1	39.7	15.2	65.2	63.7	82.4	No	Yes
Gender										
Male	131	97	50.8	34.7	14.4	60.2	56.7	78.7	N/A	N/A
Female	93	100	37.2	46.5	16.3	72.1	71.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	27	92.6	26.1	47.8	26.1	82.6	78	88.9	I/S	I/S
African American	127	99.2	46.6	39	14.4	64.4	58.6	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	70	98.6	49.2	38.1	12.7	60.3	70.7	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	16	100	73.3	6.7	20	33.3	35.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	67	98.5	49.2	38.1	12.7	60.3	69.9	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	172	99.4	44.8	40.6	14.5	63	61.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	224	98.2	46.1	47.5	6.4	68.1	52.7	81.9	No	Yes
Gender										
Male	131	97	49.2	43.2	7.6	63.6	47.8	79.9	N/A	N/A
Female	93	100	41.9	53.5	4.7	74.4	58.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	27	92.6	47.8	47.8	4.3	60.9	61.6	88.9	I/S	I/S
African American	127	99.2	46.6	48.3	5.1	69.5	48.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	70	98.6	44.4	46	9.5	68.3	60.7	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	16	100	80	13.3	6.7	26.7	26.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	67	98.5	44.4	46	9.5	68.3	59.9	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	172	99.4	47.9	45.5	6.7	66.1	51.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	151	98	57.7	38.7	3.6	42.3	38.1	68.6
Gender								
Male	90	96.7	58.8	36.3	5	41.3	36.1	68.3
Female	61	100	56.1	42.1	1.8	43.9	40.4	68.9
Racial/Ethnic Group								
White	19	94.7	N/AV	N/AV	N/AV	50	51.9	80.7
African American	81	98.8	56.6	40.8	2.6	43.4	34.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	51	98	62.2	31.1	6.7	37.8	42	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	20.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	49	98	62.2	31.1	6.7	37.8	40.9	60.7
Socio-Economic Status								
Subsidized meals	118	98.3	58	37.5	4.5	42	37.6	57.3

Social Studies

All Students	152	96.7	49.6	39.3	11.1	50.4	48.6	72.5
Gender								
Male	87	94.3	50.7	37.3	12	49.3	44.7	72
Female	65	100	48.3	41.7	10	51.7	52.6	73.1
Racial/Ethnic Group								
White	18	94.4	46.7	46.7	6.7	53.3	64	81
African American	94	96.8	53.6	38.1	8.3	46.4	42.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	40	97.5	41.7	38.9	19.4	58.3	59.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	22.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	39	97.4	41.7	38.9	19.4	58.3	58.6	69.7
Socio-Economic Status								
Subsidized meals	117	96.6	51.4	38.5	10.1	48.6	45.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	65	96.9	39.3	49.2	11.5	60.7	49.3	73.2	99.9	97.6
Gender										
Male	35	100	37.1	45.7	17.1	62.9	40.5	67.2	99.9	97.4
Female	30	93.3	42.3	53.8	3.8	57.7	59.8	79.4	99.9	97.9
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	61.5	81.5	99.8	96.6
African American	38	94.7	31.4	57.1	11.4	68.6	43.4	61.3	99.9	97.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.7
Hispanic	22	100	52.4	38.1	9.5	47.6	57.1	66.7	99.9	98.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	92.1
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	6.4	26	99.4	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	52.4	38.1	9.5	47.6	56.8	65.7	99.9	98.5
Socio-Economic Status										
Subsidized meals	53	96.2	42	50	8	58	47.3	63.2	99.9	98.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	100	37.8	50	12.2	62.2
	7	77	100	54.7	28	17.3	45.3
	8	86	98.8	58.2	32.9	8.9	41.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	98.7	42.3	43.7	14.1	57.7
	7	79	97.5	48.6	37.1	14.3	51.4
	8	67	98.5	44.4	38.1	17.5	55.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	100	31.7	59.8	8.5	68.3
	7	77	100	53.3	37.3	9.3	46.7
	8	86	98.8	74.7	21.5	3.8	25.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	98.7	56.3	40.8	2.8	43.7
	7	79	96.2	40	50	10	60
	8	67	100	41.3	52.4	6.3	58.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	44	100	N/A	N/A	N/A	41.5
	7	76	100	41.9	51.4	6.8	58.1
	8	43	97.7	61	31.7	7.3	39
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	39	100	N/AV	N/AV	N/AV	37.8
	7	79	96.2	56.5	42	1.4	43.5
	8	33	100	54.8	32.3	12.9	45.2

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	43	100	34.1	58.5	7.3	65.9
	7	76	100	62.2	29.7	8.1	37.8
	8	42	100	56.4	35.9	7.7	43.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	39	97.4	42.9	51.4	5.7	57.1
	7	79	94.9	57.4	32.4	10.3	42.6
	8	34	100	40.6	40.6	18.8	59.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	98.9	52.4	39	8.5	47.6
	7	78	97.4	49.3	39.7	11	50.7
	8	85	98.8	38.8	45	16.3	61.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	65	96.9	39.3	49.2	11.5	60.7

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